

Why Scholastic Achievement Partners and The New Teacher Project?

Synopsis of Intervention

- Student-level performance indicators highlight two of Broad Ripple Magnet High School's strengths – its AP participation and pass rates. While the participation and pass rates are above the state average, the school should continue to strive to achieve the 25% pass rate that all schools across the state are striving for.
- While the vast majority of those who receive non-waiver diplomas earn a Core 40 or honors diploma, the non-waiver graduation rate at this magnet school is only approximately 57%.
- One explanation for the high percentage of graduates who require a waiver is the relatively low percentage of students who demonstrate proficiency on the English/Language Arts and Math ISTEP+. Broad Ripple Magnet High School's 2010-2011 student test score data on English/Language Arts and Math ranks the school in the bottom 25% of all schools in Indiana.
- The test score data is further explained by the findings of the quality reviews conducted in 2009-2010 and 2010-2011. While the school has demonstrated progress in the "Readiness to Learn" indicators, it received poor or unacceptable ratings for each of the "Readiness to Teach" and "Readiness to Act" indicators.
- As it pertains to "Readiness to Teach," interventions are needed to address the following areas:
 - Revamping of English/Language Arts and Math curricula
 - Training, evaluating, and coaching teachers to implement new curricula
 - Academic monitoring of students' progress in core subject areas
 - Providing teachers and school leaders frequent access to meaningful data as well as training and coaching on how to use it to improve/differentiation instruction
 - Teacher evaluation and coaching driven by student achievement and growth
- As it pertains to "Readiness to Act," interventions are needed to address the following area:
 - Training school leaders to be instructional leaders
- Given Broad Ripple's targeted needs, it is recommended that Scholastic Achievement Partners and The New Teacher Project be assigned as lead partners for Broad Ripple Magnet High School.
- Scholastic Achievement Partners is one of the most appropriate lead partners for Broad Ripple Magnet High School for a number of reasons.
 - They will begin by conducting an extensive "deep dive" examination of possible improvements in identified intervention areas. This examination will also ensure Scholastic builds a solid understanding of emerging and established successes in improving performance, so they can focus energy on accelerating these gains.
 - After this "deep dive" examination, Scholastic will act with a highly focused approach to implementation, zeroing in on the small number of key high impact initiatives that will "move the needle" for the school.

These initiatives include revamping ELA and Math curricula, implementing a customized professional development plan to improve teacher effectiveness, and providing comprehensive support to build instructional leadership.

- Ongoing, intensive project management will be a key part of the successful implementation. Scholastic will provide intensive, on-site assistance in managing the project in a cohesive, integrated way. This includes identification and creation of systems and dashboards to track progress, advice and consultation in using existing data more effectively to drive decision making around student interventions and teacher PD, and tracking implementation fidelity of all key initiatives.
- The New Teacher Project is one of the most appropriate lead partners for Broad Ripple Magnet High School for a number of reasons.
 - Multiple years of quality reviews at Broad Ripple Magnet High School noticed that instructional quality, in general, varied between the magnet courses and the core courses. For example, the quality reviews made note of the types of feedback and support students were given in the magnet courses, but did observe these features in core courses. In order to improve instructional quality in all classrooms, but especially those delivering core content, The New Teacher Project will provide the school with the necessary capacity to conduct frequent and high-quality classroom observations.
 - The New Teacher Project will conduct up to six observations each year for all teachers, while ensuring that co-observations with school leaders occur for at least 20% of the observations to build internal capacity.
 - For each observation, they will provide oral and written feedback to teachers and hold conferences within five days of each observation with teachers to ensure they can use the feedback to improve their performance.
 - Experienced, highly-effective teachers by content area will be selected to conduct the observations.
 - School leaders and The New Teacher Project will meet at least monthly to share data on each teacher and provide school-wide analyses to help drive performance management decisions (i.e., professional development) and strategic staffing decisions.
 - Ultimately, the school and instructional leaders must be trained and coached to provide similar teacher evaluation services beyond the scope of the proposed contract. To achieve this objective, The New Teacher Project will also train and consult with school hiring teams to develop a rigorous selection model, learn effective interviewing practices and develop processes that ensure they can identify and hire effective candidates. These trainings will provide school leaders with the capacities to make better, timelier teacher hires and foster strong instructional cultures.